December Newsletter

**5th Grade Chit-Chat**

**Reading**: In December we focused on our poetry unit. We read a variety of poems from funny poems to serious poems. We discussed things such as interpreting a poem’s theme based on imagery used in the text, comparing poems with other texts, and identifying figurative language in the text. The students enjoyed reading poems! In January we will start our nonfiction unit. In this unit students will learn how readers read nonfiction to learn, question and develop theories. We will focus on the structure/features of a nonfiction text, develop theories with text support, and make inferences and draw conclusions based on information from a nonfiction text.

\*Students are required to write at least **four** summary/responses for the second marking period and have ten well-written post-it notes for each book.

**Writing**: In writing students finished writing a variety of poems. Some of their poems were written in free form, while others had a specific structure. They wrote cinquain, quatrain, diamante, and concrete poems for example. Now we are now working on a persuasive writing piece based on having a class pet. To teach persuasive writing I am using a step up to writing approach, which uses a stop light method to help students organize there writing. I will be adding information about this method on my wiki space so if you can check it out!



***Upcoming Events to***

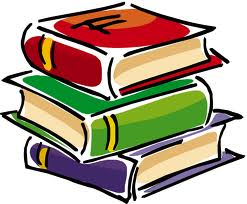
***look out for…***

**Jan. 16th-** M.L. King Holiday, NO School for Students **OR** Snow Make-up Day

**Jan. 20th-** Last Day of the marking period, report cards will be handed out the following week

**Jan. 23rd-** NO School for Students

Feb **20th-** Flood Make-Up Date, School in Session



We moved on to our new read aloud, “Orphan Train.” Between 1854 and 1930, more than 200,000 orphaned or abandoned children were sent west on orphan trains to find new homes. Some were adopted by loving families; others were not as fortunate. In recent years, some of the train riders have begun to share their stories. Andrea Warren alternates chapters about the history of the orphan trains with the story of Lee Nailling, who in 1926 rode an orphan train to Texas.

**5th Grade Chit-Chat**

**Continued…**

**Math**: In December we finished our fraction unit. Students learned a lot about fractions! They learned how to compare and convert fractions, as well add and subtract fractions. In December we also started learning about decimals will finish our decimal unit in the beginning of January.

**Social Studies**- Students have focused on the age of exploration and how technology at that time affected exploration. More recently we have focused on exploration to the Americas. Students learned about important people such as Christopher Columbus, and Hernando Cortex. They also learned about the downfall of the Aztecs and Inca Empires and the rise of New Spain.

**Science-** Recently students have focused on social studies, but they will be starting science again after their exploration to the Americans test. We will start our variable unit.

**Help your child with their…**

**Skip and Go On**

Too often we have readers who will not take any kind of risk in an attempt to read something unknown. They use no other strategy than sound-it-out or ask for help. So, when a reader comes to something he/she doesn't know and cannot identify, after a very brief sounding out attempt (no more than a couple of seconds), ask him/her to skip the unknown word (phrase, concept, etc.) and read on to try to gain the meaning through the context of the rest of that sentence or maybe several of the following sentences to help determine the unknown word. You can also suggest that he/she rereads the previous context to help find the meaning of the unknown word. Sometimes just hearing the rest of the sentence or the beginning of the sentence again provides enough information to give a clue to the unknown word. This is an automatic strategy used by efficient and proficient readers. Since reading is a meaning construction process, knowing how to say the word is much less important than knowing what the sentence says in this particular context.

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